

# Humanities Program Assessment Plan

Center for Arts & Humanities

Community College of Denver

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## **HUM Discipline Program Student Learning Outcomes (PSLOs)**

PSLO 1: Students will identify the elements of a cultural artifact\* using the technical language of the appropriate discipline.

PSLO 2: Students will analyze and interpret cultural artifacts within the contexts they were originally created.

PSLO 3: Students will evaluate the significance of the artifact in the student's contemporary context.

\*Artifact, in this context, refers to any appropriate work of art—literary text, painting, sculpture, music, and film, as well as any other work of artistic significance—that might be taught in any HUM course (World Mythology, HUM Survey Sequence [121,122,123], Cultural History of Rock and Roll, Introduction to Film, etc.).

1. Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:
  - a. Students will analyze the artifact to its component parts.
  - b. Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.
2. Students will analyze and interpret cultural artifacts within the contexts they were originally created. Specifically:
  - a. Students will articulate the cultural, political, and/or economic context of the work and artist.
  - b. Students will articulate significant biographical details of the creator's life as it relates to the artwork.
  - c. Students will interpret the significance of the artifact in the context of its cultural attitudes toward race, class, gender, and other areas of study.
3. Students will evaluate the significance of the artifact in the student's contemporary context. Specifically:
  - a. Students will identify and articulate significant contemporary theories related to race, class, gender and other areas of study.
  - b. Students will apply significant theories related to race, class, and gender to interpret the cultural, political, and/or economic contemporary significance of the artifact.

## **PROGRAM ASSESSMENT USING POETRY INTERPRETATION ESSAYS**

### ***1. PSLOs to focus on:***

Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.

### ***2. What will you assess?***

Students' ability to perform the PSLOs above in a brief interpretive essay.

### ***3. Assessment Methods***

Essays reviewed and evaluated by departmental committee.

### ***4. Time Frame***

Students will complete essays in the last third of the semester in all HUM 115 sections.

### ***5. Who Will Do the Assessment?***

Department Chair, fulltime faculty and appointed committee.

### ***6. Type of Feedback.***

At the end of each evaluation, the committee will analyze evaluation data and write a brief report describing the strengths and weaknesses that the essays demonstrate.

### ***7. Closing the Loop***

The department will meet as a whole to discuss findings and develop recommended methods of improving department procedures and curricula.

## HUM Assessment Prompt—World Mythology, Spring 2017

1. Please read the myth below.
2. Next, please write a 2-3 page essay that interprets the myth's meaning and explains how the various critical approaches/archetypes and terminology we've used this semester (such as Creation Myths, the Hero's Journey, the Female Divine, Tricksters, etc.) are used to develop and explore the underlying idea/s that the culture emphasizes in this story. In your essay's thesis, please identify the myth, the archetype/s you will use to analyze the myth, and your statement of the myth's underlying meaning for the culture which told the story. Then, in the body of your essay, please analyze the particulars of the myth utilizing the appropriate terminology, quoting specifically wherever possible, to support and develop your interpretation.
3. After you are finished with your essay, please put it in your instructor's dropbox on this site.

"The Creation"

From *God's Trombones* by James Weldon Johnson  
1927

And God stepped out on space,  
And he looked around and said:  
I'm lonely—  
I'll make me a world.

And far as the eye of God could see  
Darkness covered everything,  
Blacker than a hundred midnights  
Down in a cypress swamp.

Then God smiled  
And the light broke,  
And the darkness rolled up on one side,  
And the light stood shining on the other,  
And God said: That's good!

Then God reached out and took the light in his hands,  
And God rolled the light around in his hands  
Until he made the sun;  
And he set that sun a-blazing in the heavens.  
And the light that was left from making the sun  
God gathered it up in a shining ball  
And flung it against the darkness,  
Spangling the night with the moon and the stars.  
Then down between

The darkness and the light  
He hurled the world;  
And God said: That's good!

Then God himself stepped down—  
And the sun was on his right hand,  
And the moon was on his left;  
The stars were clustered about his head,  
And the earth was under his feet.  
And God walked, and where he trod  
His footsteps hollowed the valleys out  
And bulged the mountains up.

Then he stopped and looked and saw  
That the earth was hot and barren.  
So God stepped over to the edge of the world  
And he spat out the seven seas—  
He batted his eyes, and the lightnings flashed—  
He clapped his hands, and the thunders rolled—  
And the waters above the earth came down,  
The cooling waters came down.

Then the green grass sprouted,  
And the little red flowers blossomed,  
The pine tree pointed his finger to the sky,  
And the oak spread out his arms,  
The lakes cuddled down in the hollows of the ground,  
And the rivers ran down to the sea;  
And God smiled again,  
And the rainbow appeared,  
And curled itself around his shoulder.

Then God raised his arm and he waved his hand  
Over the sea and over the land,  
And he said: Bring forth! Bring forth!  
And quicker than God could drop his hand,  
Fishes and fowls  
And beasts and birds  
Swam the rivers and the seas,  
Roamed the forests and the woods,  
And split the air with their wings.  
And God said: That's good!

Then God walked around,  
And God looked around  
On all that he had made.

He looked at his sun,  
And he looked at his moon,  
And he looked at his little stars;  
He looked on his world  
With all its living things,  
And God said: I'm lonely still.

Then God sat down—  
On the side of a hill where he could think;  
By a deep, wide river he sat down;  
With his head in his hands,  
God thought and thought,  
Till he thought: I'll make me a man!

Up from the bed of the river  
God scooped the clay;  
And by the bank of the river  
He kneeled him down;  
And there the great God Almighty  
Who lit the sun and fixed it in the sky,  
Who flung the stars to the most far corner of the night,  
Who rounded the earth in the middle of his hand;  
This Great God,  
Like a mammy bending over her baby,  
Kneeled down in the dust  
Toiling over a lump of clay  
Till he shaped it in his own image;

Then into it he blew the breath of life,  
And man became a living soul.  
Amen. Amen.

## HUM Program Assessment Rubric

PSLO 1. Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline.  
Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.

|  | Exemplary Demonstration of Outcome   | Outcome Demonstrated   | Outcome Developing   | Zero to minimal evidence of progress toward outcome                             |
|--|--|--|--|---|
| Students will analyze the artifact to its component parts.   | Specific, precisely accurate, and thorough identification of elements applying discipline-appropriate terminology demonstrated | Discipline-appropriate terms are applied to identify multiple elements, and are most often used precisely. | Discipline-appropriate terms are applied to identify multiple elements, but command of terms is imprecise.                       | Discipline-appropriate terms absent or applied entirely inaccurately.           |
| Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance. | Statement of connections between elements and articulations of their significance is coherent, precise, and defensible.        | Statement of the significance of elements is almost always present, coherent, precise, and defensible.     | Statement of the significance of elements is usually present and generally coherent, but includes some imprecision or vagueness. | Statement of the significance of elements is absent or consistently incoherent. |

## Assessment Process Matrix

| Assessment Process | What   | Who will conduct it  | When  |
|--------------------|--|--|---|
| Preparation        | Develop assessment plan, distribute plan to instructors of HUM 115, form HUM program assessment team from dept. faculty. Revision of these materials is ongoing and will be revisited in dept. meetings each fall and spring.  | Dept. faculty  | Fall 2016/ongoing revision  |
| Data Collection    | Interpretation essays from all sections of HUM 115 will be collected via D2L dropbox   | Instructors of HUM 115 deliver instructions and materials to students, students submit completed essays to D2L | This will happen by the end of each spring semester (eventually outcomes and courses will rotate)   |
| Analysis           | Each fall, HUM program assessment committee faculty (full time and adjunct) will score essays using the rubric we've developed, producing qualitative data.  | Dept. faculty (program assessment committee)   | This will happen early in each fall semester  |
| Reporting/Use      | The HUM program assessment committee will produce a report including scoring data and discussion of trends/patterns in data. The HUM dept. will meet to discuss the report and recommend changes to procedures, curricula, or suggest best practices to best support student success in accomplishing PSLOs. | Dept. faculty  | Report will be completed each fall, dept. meetings in late fall will set recommendations to be implemented going into the next assessment loop. |



## Curriculum Mapping

Program: Humanities

Revised Date: January 31, 2017

### Program Student Learning Outcomes

#### Key

I = Introduced

E = Emphasized

U = Utilized

A = Currently Formally Assessed

| Course  | PSLO 1           | PSLO 2  |
|---------|------------------|---------|
| HUM 103 | I, E, U,         | I, E, U |
| HUM 115 | I, E, U, A/Essay | I, E, U |
| HUM 121 | I, E, U          | I, E, U |
| HUM 122 | I, E, U          | I, E, U |
| HUM 123 | I, E, U,         | I, E, U |